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ABSTRACT

The document contains the detailed tabulation of the data collected in an investigation of the degree to which social and mobility factors are important for the success of secondary and postsecondary students in vocational and technical training programs. Chapter 1 presents information on the relationship of social competency to mobility factors in the form of 122 5x4 matrices for the nine geographic zones of Mississippi, categorized in the following occupational areas: trade and industry, technical education, business and office, marketing and distribution, and health education. Matrices for each area contain data for secondary and postsecondary students and a zone composite of the students. Matrices are also presented for State composites of each occupational area, secondary and postsecondary students, and a State total for all students. Chapter 2 presents information on the relationship of mobility and social factors to personal and contextual factors. Data were derived from questionnaires completed by students. Mobility and social data are tabulated and discussed separately for secondary and postsecondary students. Twenty-two general conclusions from the study are outlined. The questionnaires used are appended. (Author/EC)

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A Study to Identify the Influence of Factors Other than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs

L. C. Welker, Jr. Clyde N. Ginn

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

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Bureau of Educational Research
University of Southern Mississippi
Hattiesburg, Mississippi

CE 005 603

A STUDY TO IDENTIFY THE INFLUENCE OF FACTORS OTHER THAN THE ATTAINMENT OF JOB SKILLS AFFECTING THE LONG RANGE SUCCESS OF VOCATIONAL AND TECHNICAL TRAINING PROGRAMS

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Volume II

A Research Project
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and
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August, 1973

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CHAPTER I

THE MATRICES PATTERNS OF THE RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY FACTORS OF VOCATIONAL AND TECHNICAL STUDENTS

The relationship of social competency and mobility factors of vocational and technical students is shown in matrix pattern form. Each of the nine zones within the state, as shown in Figure I, is exhibited separately. The matrices are categorized into occupational areas in the following chronlogocial order, per zone:

Trade and Industrial Programs

Secondary Trade and Industrial Students

Post Secondary Trade and Industrial Students

Zone Composite of the Trade and Industrial Students

Technical Education Programs

Secondary Technical Students

Post Secondary Technical Students

Zone Composite of Technical Students

Business and Office Programs

Secondary Business and Office Students

Post Secondary Business and Office Students

Zone Composite of Business and Office Students

Marketing and Distribution Programs

Secondary Marketing and Distribution Students

Post Secondary Marketing and Distribution Students

Zone Composite of Marketing and Distribution Students

Health Occupation Programs

Post Secondary Health Occupation Students

Zone Composite of Health Cccupation Students.

After each occuaptional category is exhibited, in a matrix pattern, a zone composite for secondary students and a zone composite for post secondary students is exhibited. After the composite of secondary students and post secondary students per zone, a zone composite is given in matrix form.

The last section of Chapter III is devoted to State Composite, per occupational area, A State composite for Secondary Vocational and Technical Students, A State composite for Post Secondary Vocational and Technical Students, and a State total for all students.

Student representation is not present in all of the above mentioned occupational categories in each zone. Zone I has student representation in all of the occupational areas. Zone II had no Marketing and Distribution student repre entation. Zone III had no Marekting and Distribution student representation. Zone IV has no Secondary Business and Office student representation nor any Health Occupation student representation. Zone V has no Business and Office student representation nor any Post Secondary Marketing and Distribution student representation. Zone VI had no Business and Office student

representation nor any Marketing and Distribution student representation. Zone VII had no Business and Office student representation nor and Secondary Marketing and Distribution student representation. Zone VIII had no Post Secondary Business and Office student representation nor any Health Occupation student representation. Zone IX had no Secondary Technical student representation nor any Secondary Marketing and Distribution student representation.

The data presented in this section is presented in grid form. A sample grid for interpretation purposes is shown in Figure I. The grid blocks are numbered in the sample form to enhance interpretation. The interpretation of each block is as follows:

Block number 1 indicates the number of students who will live and work in the community but need little or no social change.

Block number 2 indicates the number of students who will not move but commute and need little or no social change.

Block number 3 indicates the number of students who will move away but plan to return and need little or no social change.

Block number 4 indicates the number of students who will relocate as employment indicates but need little or no social change.

Block number 5 is the total of block 1, 2, 3, and 4 who need little or no social change.

TABLE

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	2	3	4	5
Some social change needed	6	7	8	9	10
Extensive social change needed	11	12	13	14	15
Totals	16	17	18	19	20

Figure 1

Block number 6 indicates the number of students who will live and work in the community but need some social change.

Block number 7 indicates the number of students who will not move but commute and need some social change.

Block number 8 indicates the number of students who will move away but plan to return and need some social change.

Block number 9 indicates the number of students who will relocate as employment indicates but need some social change.

Block number 10 is the total of block 6, 7, 8, and 9 who need some social change.

Block number 11 indicates the number of students who will live and work in the community but need extensive social change.

Block number 12 indicates the number of students who will not move but commute and need extensive social change.

Block number 13 indicates the number of students who will move away but plan to return and need extensive social change.

Block number 14 indicates the number of students who will relocate as employment indicates and need extensive social change.

Block number 15 is the total of block 11, 12, 13, and 14 who need extensive social change.

Block number 16 is the total of all students who will live and work in the community.

Block number 17 is the total of all students who will not move but will commute.

Block number 18 is the total of all students who will move away but plan to return.

Block number 19 is the total of all students who will relocate as employment indicates.

Block number 20 is the total of all the students represented in the table.

TABLE I

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	7	35	10	23	75
Some social change needed	3	29	6	10	48
Extensive social change needed	3	3	1	5	12
Totals	13	67	17	38	135

TABLE II

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	16	43	25	28	112
Some social change needed	16	44	29	23	112
Extensive social change needed	5	3	2	6	16
Totals	37	90	56	57	240

TABLE III

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE I
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	23	78	35	51	187
Some social change needed	19	73	35	33	160
Extensive social change needed	8	6	3	11	28
Totals	50	157	73	95	375

TABLE IV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY TECHNICAL
PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	6	17	9	16	48
Some social change needed	10	10	14	7	41
Extensive social change needed	0	2	4	4	10
Totals	16	29	27	27	99

TABLE V

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY TECHNICAL
PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	2	5	3	11	21
Some social change needed	0	7	2	5	14
Extensive social change needed	2	3	0	1	6
Totals	4	15	5	17	41

TABLE VI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE I
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	8	22	12	27	69
Some social change needed	10	17	16	12	55
Extensive social change needed	2	5	4	5	16
Totals	20	44	32	44	140

TABLE VII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	8	1	4	13
Some social change needed	0	1	0	2	3
Extensive social change needed	0	0	0	0	0
Totals	0	9	1	6	16

TABLE VIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY BUSINESS AND
OFFICE PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	3	8	6	1	18
Some social change needed	9	17	12	8	46
Extensive social change needed	8	12	3	4	27
Totals	20	37	21	13	91

TABLE IX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN BUSINESS AND OFFICE
PROGRAMS IN ZONE I
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	3	16	7	5	31
Some social change needed	9	18	12	10	49
Extensive social change needed	8	12	3	4	27
Totals	20	46	22	19	107

TABLE X

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY MARKETING AND DISTRIBUTION PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	5	0	0	1	6
Some social change needed	5	1	1	3	10
Extensive social change needed	1	1	1	0	3
Totals	11	2	2	4	19

TABLE XI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY MARKETING AND DISTRIBUTION PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	1	0	2	3
Some social change needed	3	3	4	8	18
Extensive social change needed	0	1	1	1	3
Totals	3	5	5	11	24

TABLE XII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN MARKETING AND DISTRIBUTION
PROGRAMS IN ZONE I
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	5	1	0	3	9
Some social change needed	8	4	5	11	28
Extensive social change needed	1	2	2	1	6
Totals	14	7	7	15	43

TABLE XIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SCEONDARY HEALTH OCCUPATIONS
PROGRAMS IN ZONE I

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	3	0	5	6	14
Some social change needed	7	6	0	2	15
Extensive social change needed	0	1	0	0	0
Totals	10	7	5	8	30

TABLE XIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE I
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	14	48	14	39	115
Some social change needed	8	38	9	20	75
Extensive social change needed	6	7	2	6	21
Totals	28	93	25	65	211

TABLE XV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE I
COMPOSITE

Social change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	31	44	35	30	140
Some social change needed	42	51	53	38	184
Extensive social change needed	10	16	9	10	45
Totals	83	111	97	78	369

TABLE XVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE I
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	45	92	49	69	255
Some social change needed	50	89	62	58	259
Extensive social change needed	16	23	11	16	66
Totals	111	204	122	143	580

TABLE XVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE II

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	3	22	11	10	46
Some social change needed	4	7	5	15	31
Extensive social change needed	5	6	3	5	19
Totals	12	35	19	30	96

TABLE XVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY TRADE AND INDUSTRIAL
PROGRAMS IN ZONE II

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	12	9	2	12	35
Some social change needed	3	7	2	1	13
Extensive social change needed	0	2	3	1	6
Totals	15	18	7	14	54

TABLE XIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE II
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	15	31	13	22	81
Some social change needed	7	14	7	16	44
Extensive social change needed	5	8	6	6	25
Totals	27	57	26	44	150

TABLE XX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY TECHNICAL
PROGRAMS IN ZONE II

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	5	3	4	12
Some social change needed	1	8	5	6	20
Extensive social change needed	1	4	2	3	10
Totals	2	17	10	13	42

TABLE XXI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TECHNICAL PROGRAMS IN ZONE II

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	15	7	4	13	39
Some social change needed	2	4	9	2	17
Extensive social change needed	0	2	1	2	5
Totals	17	13	14	17	61

TABLE XXII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE II
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	15	12	7	17	51
Some social change needed	3	12	14	8	37
Extensive social change needed	1	6	3	5	15
Totals	19	30	24	30	103

TABLE XXIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE II

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	1	1	5	8
Some social change needed	2	4	0	14	20
Extensive social change needed	1	4	0	5	10
Totals	4	9	1	24	38

TABLE XXIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE II

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	10	3	1		14
Some social change needed	2	1	0	1	4
Extensive social change needed	0	0	0	0	0
Totals	12	4	1	7	23

TABLE XXV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN BUSINESS AND OFFICE
PROGRAMS IN ZONE II
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	11	4	2	10	27
Some social change needed	4	5	0	15	24
Extensive social change needed	1	4	0	5	10
Totals	16	13	2	30	61

TABLE XXVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY HEALTH OCCUPATIONS
PROGRAMS ZONE II

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	5	4	1	2	12
Some social change needed	2	0	0	1	3
Extensive social change needed	0	0	0	0	0
Totals	7	4	1	3	15

TABLE XXVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE II
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	42	23	8	32	105
Some social change needed	9	12	11	5	37
Extensive social change needed	0	4	4	3	11
Totals	51	39	23	40	153

TABLE XXVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE II
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	4	28	15	19	66
Some social change needed	7	19	10	35	71
Extensive social change needed	7	14	5	13	39
Totals	18	61	30	67	176

TABLE XXIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY AND POST SECONDARY VOCATIONAL TECHNICAL PROGRAMS IN ZONE II
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	46	51	23	51	171
Some social change needed	16	31	21	40	108
Extensive social change needed	7	18	9	16	50
Totals	69	100	53	107	329

TABLE XXX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE III

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	24	13	12	5	54
Some social change needed	18	5	14	14	51
Extensive social change needed	1	1	0	12	14
Totals	43	19	26	31	119

TABLE XXXI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE III

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	7	4	2	3	16
Some social change needed	2	10	5	2	19
Extensive social change needed	6	3	0	4	13
Totals	15	17	7	9	48

TABLE XXXII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE III
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	31	17	14	8	70
Some social change needed	20	15	19	16	70
Extensive social change needed	7	4	0	16	27
Totals	58	36	33	40	167

TABLE XXXIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY TECHNICAL
PROGRAMS IN ZONE III

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	12	4	6	5	27
Some social change needed	4	9	18	8	39
Extensive social change needed	2	2	3	4	11
Totals	18	15	27	17	77

TABLE XXXIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY TECHNICAL
PROGRAMS IN ZONE III

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	18	4	5	24	51
Some social change needed	3	7	6	10	26
Extensive social change needed	5	3	3	2	13
Totals	26	14	14	36	90

TABLE XXXV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE III
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	30	8	11	29	78
Some social change needed	7	16	24	18	65
Extensive social change needed	7	5	6	6	24
Totals	44	29	41	53	167

TABLE XXXVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE III

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	3	42	1	7	53
Some social change needed	7	9	3	1	20
Extensive social change needed	1	2	0	0	3
Totals	11	53	4	8	76

TABLE XXXVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY HEALTH OCCUPATIONS
PROGRAMS IN ZONE III

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	2	1	0	0	3
Some social change needed	5	2	0	0	7
Extensive social change needed	0	0	0	1	1
Totals	7	3	0	1	11

TABLE XXXVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE III

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	36	17	18	10	81
Some social change needed	22	14	32	22	90
Extensive social change needed	3	3	3	16	25
Totals	61	34	53	48	196

TABLE XXXIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE III
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	36	17	18	10	81
Some social change needed	22	14	32	22	90
Extensive social change needed	3	3	3	16	25
Totals	61	34	53	48	196

TABLE XL

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE III
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	66	68	24	44	202
Some social change needed	41	42	46	35	164
Extensive social change needed	15	11	6	23	55
Totals	122	121	76	102	421

TABLE XLI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE IV

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	35	35	19	3	92
Some social change needed	24	12	20	21	77
Extensive social change needed	4	0	2	2	8
Totals	63	47	41	26	177

TABLE XLII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE IV

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	5	19	2	9	35
Some social change needed	10	7	8	2	27
Extensive social change needed	7	1	0	1	9
Totals	22	27	10	12	71

TABLE XLIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE IV
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	40	54	21	12	127
Some social change needed	34	19	28	23	104
Extensive social change needed	11	1	2	3	17
Totals	85	74	51	38	248

TABLE XLIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TECHNICAL PROGRAMS IN ZONE IV

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	0	3	2	5
Some social change needed	5	0	4	5	14
Extensive social change needed	5	0	3	0	8
Totals	10	0	10	7	27

TABLE XLV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TECHNICAL PROGRAMS IN ZONE IV

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	9	10	19	46	84
Some social change needed	17	9	9	13	48
Extensive social change needed	2	0	4	8	14
Totals	28	19	32	67	146

TABLE XLVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE IV
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	9	10	22	48	89
Some social change needed	22	9	13	18	62
Extensive social change needed	7	0	7	8	22
Totals	38	19	42	74	173

TABLE XLVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE IV

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	5	6	2	8	21
Some social change needed	4	2	2	5	13
Extensive social change needed	1	1	0	8	10
Totals	10	9	4	21	44

TABLE XLVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE IV
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	0	0	2	2
Some social change needed	0	1	0	5	6
Extensive social change needed	1	1	0	3	5
Totals	1	2	0	10	13

TABLE IL

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE IV
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	35	35	22	5	97
Some social change needed	29	12	24	26	91
Extensive social change needed	9	0	5	2	16
Totals	73	47	51	33	204

TABLE L

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE IV
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	19	35	23	63	140
Some social change needed	31	18	19	20	88
Extensive social change needed	10	2	4	17	33
Totals	60	55	46	100	261

TABLE LI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE IV
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	54	70	45	68	237
Some social change needed	60	30	43	46	179
Extensive social change needed	19	2	9	19	49
Totals	133	102	97	133	465

TABLE LII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE V

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	29	15	18	11	73
Some social change needed	15	21	27	16	79
Extensive social change needed	2	1	4	7	14
Totals	46	37	49	34	166

TABLE LIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE V

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	2	0	0	0	2
Some social change needed	0	7	0	0	7
Extensive social change needed	0	1	0	0	1
Totals	2	8	0	0	10

TABLE LIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE V
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	31	15	18	11	75
Some social change needed	15	28	27	16	86
Extensive social change needed	2	2	4	7	15
Totals	48	45	49	34	176

TABLE LV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TECHNICAL PROGRAMS IN ZONE V

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	5	0	11	2	18
Some social change needed	0	0	0	0	0
Extensive social change needed	0	0	0	0	0
Totals	5	0	11	2	18

TABLE LVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TECHNICAL PROGRAMS IN ZONE V

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	2	10	15	27
Some social change needed	6	2	3	4	15
Extensive social change needed	2	0	0	2	4
Totals	8	4	13	21	46

TABLE LVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE V
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	5	2	21	17	45
Some social change needed	6	2	3	4	15
Extensive social change needed	2	0	0	2	4
Totals	13	4	24	23	64

TABLE LVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY MARKETING AND DISTRIBUTION
PROGRAMS IN ZONE V

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	10	6	16	21	53
Some social change needed	13	1	7	12	33
Extensive social change needed	10	3	5	10	28
Totals	33	10	28	43	114

TABLE LIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY HEALTH OCCUPATIONS
PROGRAMS IN ZONE V

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	12	7	6	8	33
Some social change needed	21	13	5	5	44
Extensive social change needed	12	4	0	2	18
Totals	45	24	11	15	95

TABLE LX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE V
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	14	9	16	23	62
Some social change needed	27	22	8	9	66
Extensive social change needed	14	5	0	4	23
Totals	55	36	24	36	151

TABLE LXI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE V
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	44	21	45	34	144
Some social change needed	28	22	34	28	112
Extensive social change needed	12	4	9	17	42
Totals	84	47	88	79	298

TABLE LXII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE V
COMPOSIT.

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	58	30	61	57	206
Some social change needed	55	44	42	37	178
Extensive social change needed	26	9	9	21	65
Totals	139	83	112	115	449

TABLE LXIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE VI

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	8	11	10	19	48
Some social change needed	7	18	21	17	63
Extensive social change needed	7	4	5	5	21
Totals	22	33	36	41	132

TABLE LXIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE VI

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	6	6	4	14	30
Some social change needed	3	7	5	10	25
Extensive social change needed	3	1	2	4	10
Totals	12	14	11	28	65

TABLE LXV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE VI
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	14	17	14	33	78
Some social change needed	10	25	26	27	88
Extensive social change needed	10	5	7	9	31
Totals	34	47	47	69	197

TABLE LXVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TECHNICAL PROGRAMS IN ZONE VI

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	3	3	2	8
Some social change needed	1	1	0	8	10
Extensive social change needed	0	0	2	0	2
Totals	1	4	5	10	20

TABLE LXVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TECHNICAL PROGRAMS IN ZONE VI

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	12	7	8	21	48
Some social change needed	2	14	11	17	44
Extensive social change needed	4	3	0	6	13
Totals	18	24	19	44	105

TABLE LXVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE VI
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	13	13	11	24	61
Some social change needed	7	21	14	29	71
Extensive social change needed	4	4	2	7	17
Totals	24	38	27	60	149

TABLE LXIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY BUSINESS AND
OFFICE PROGRAMS IN ZONE VI

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	9	3	19	32
Some social change needed	0	11	2	9	22
Extensive social change needed	0	1	2	1	4
Totals	1	21	7	29	58

TABLE LXX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY HEALTH OCCUPATIONS
PROGRAMS IN ZONE VI

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	3	0	1	5
Some social change needed	4	6	3	4	17
Extensive social change needed	0	1	0	1	2
Totals	5	10	3	6	24

TABLE LXXI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE VI
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	20	25	15	57	117
Some social change needed	9	39	21	45	114
Extensive social change needed	8	7	4	15	34
Totals	37	71	40	117	265

TABLE LXXII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE VI
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	8	14	13	21	56
Some social change needed	8	19	21	25	73
Extensive social change needed	7	4	7	5	23
Totals	23	37	41	51	152

TABLE LXXIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE VI
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	28	39	28	78	173
Some social change needed	17	58	42	70	187
Extensive social change needed	15	11	11	20	57
Totals	60	108	81	168	417

TABLE LXXIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY TRADE AND INDUSTRIAL
PROGRAMS IN ZONE VII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	23	14	23	12	72
Some social change needed	26	6	17	10	59
Extensive social change needed	6	3	0	0	9
Totals	55	23	40	22	140

TABLE LXXV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE VII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	16	9	11	17	53
Some social change needed	4	5	14	9	32
Extensive social change needed	1	2	0	6	9
Totals	21	16	25	32	94

TABLE LXXVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN TRADE AND INDUSTRIAL PROGRAMS IN ZONE VII COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	39	23	34	29	125
Some social change needed	30	11	31	19	91
Extensive social change needed	7	5	0	6	18
Totals	76	39	65	54	234

TABLE LXXVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TECHNICAL PROGRAMS IN ZONE VII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	2	6	2	1	11
Some social change needed	1	1	6	13	21
Extensive social change needed	2	0	2	3	7
Totals	5	7	10	17	39

TABLE LXXVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY TECHNICAL
PROGRAMS IN ZONE VII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	13	55	14	55	137
Some social change needed	9	36	26	26	97
Extensive social change needed	2	9	2	6	19
Totals	24	100	42	87	253

TABLE LXXIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE VII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	15	61	16	56	148
Some social change needed	10	37	32	39	118
Extensive social change needed	4	9	4	9	26
Totals	29	107	52	104	292

TABLE LXXX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE VII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	7	1	0	9
Some social change needed	9	25	7	6	47
Extensive social change needed	0	2	0	1	3
Totals	10	34	8	7	59

TABLE LXXXI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY MARKETING AND DISTRIBUTION PROGRAMS IN ZONE VII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	2	1	11	15
Some social change needed	4	3	1	3	11
Extensive social change needed	3	0	0	5	8
Totals	8	5	2	19	34

TABLE LXXXII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE VII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	25	20	25	13	83
Some social change needed	27	7	23	23	80
Extensive social change needed	8	3	2	3	16
Totals	60	30	50	39	179

TABLE LXXXIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE VII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	31	73	27	83	214
Some social change needed	26	69	48	44	187
Extensive social change needed	6	13	2	18	39
Totals	63	155	77	145	440

TABLE LXXXIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE VII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	56	93	52	96	297
Some social change needed	53	76	71	67	267
Extensive social change needed	14	16	4	21	55
Totals	123	185	127	184	619

TABLE LXXXV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE VIII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	27	19	1	10	57
Some social change needed	14	5	5	5	29
Extensive social change needed	3	3	2	10	18
Totals	44	27	8	25	104

TABLE LXXXVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY TRADE AND INDUSTRIAL
PROGRAMS IN ZONE VIII

Social Change needed	f Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	30	10	2	4	46
Some social change needed	6	9	0	6	21
Extensive social change needed	4	0	1	6	11
Totals	40	19	3	16	78

TABLE LXXXVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE VIII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	57	29	3	14	103
Some social change needed	20	14	5	11	50
Extensive social change needed	7	3	3	16	29
Totals	84	46	11	41	182

TABLE LXXXVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TECHNICAL PROGRAMS IN ZONE VIII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	14	0	0	2	16
Some social change needed	14	1	0	4	19
Extensive social change needed	6	1	0	1	8
Totals	34	2	0	7	43

TABLE LXXXIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TECHNICAL PROGRAMS IN ZONE VIII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	9	7	1	3	20
Some social change needed	0	3	0	1	4
Extensive social change needed	0	0	0	0	0
Totals	9	10	1	4	24

TABLE XC

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
IN ZONE VIII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	23	7	1	5	36
Some social change needed	14	4	0	5	23
Extensive social change needed	6	1	0	1	8
Totals	43	12	1	11	67

TABLE XCI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE VIII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	7	0	0	4	11
Some social change needed	13	0	3	0	16
Extensive social change needed	0	0	0	0	0
Totals	20	0	3	4	27

TABLE XCII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY MARKETING AND DISTRIBUTION PROGRAMS IN ZONE VIII

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	0	3	5	0	8
Some social change needed	5	2	3	0	10
Extensive social change needed	0	0	0	0	0
Totals	5	5	8	0	18

TABLE XCIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE VIII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	48	22	6	16	92
Some social change needed	46	8	11	25	90
Extensive social change needed	9	4	2	11	26
Totals	103	34	19	52	208

TABLE XCIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE VIII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	39	17	3	7	66
Some social change needed	6	12	0	7	25
Extensive social change needed	4	0	1	6	11
Totals	49	29	4	20	102

TABLE XCV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE VIII
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	87	39	9	23	158
Some social change needed	52	20	11	32	115
Extensive social change needed	13	4	3	17	37
Totals	152	63	23	72	310

TABLE XCVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE IX

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	25	4	6	3	38
Some social change needed	18	3	6	3	30
Extensive social change needed	1	1	1	3	6
Totals	44	8	13	9	74

TABLE XCVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE AND INDUSTRIAL PROGRAMS IN ZONE IX

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	9	8	5	15	37
Some social change needed	5	10	14	7	36
Extensive social change needed	4	1	0	2	7
Totals	18	19	19	24	80

TABLE XCVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE AND INDUSTRIAL
PROGRAMS IN ZONE IX
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	34	12	11	18	75
Some social change needed	23	13	20	10	66
Extensive social change needed	5	2	1	5	13
Totals	62	27	32	33	154

TABLE XCIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TECHNICAL PROGRAMS IN ZONE IX

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	9	10	5	14	38
Some social change needed	6	5	6	11	28
Extensive social change needed	6	1	0	3	10
Totals	21	16	11	28	76

TABLE C

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY BUSINESS AND OFFICE PROGRAMS IN ZONE IX

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	0	0	0	1
Some social change needed	3	0	0	1	4
Extensive social change needed	2	0	0	0	2
Totals	6	0	0	1	7

TABLE CI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY BUSINESS AND
OFFICE PROGRAMS IN ZONE IX

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	15	10	2	2	29
Some social change needed	1	1	0	2	4
Extensive social change needed	0	0	0	0	0
Totals	16	11	2	4	33

TABLE CII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN BUSINESS AND OFFICE
PROGRAMS IN ZONE IX
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	16	10	2	2	30
Some social change needed	4	1	0	3	8
Extensive social change needed	2	0	0	0	2
Totals	22	11	2	5	40

TABLE CIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY MARKETING AND DISTRIBUTION PROGRAMS IN ZONE IX

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	10	0	3	4	17
Some social change needed	16	0	1	0	17
Extensive social change needed	1	0	0	0	1
Totals	27	0	4	4	35

TABLE CIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY HEALTH OCCUPATIONS
PROGRAMS IN ZONE IX

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	24	1	0	28	53
Some social change needed	0	0	0	0	0
Extensive social change needed	0	0	0	0	0
Totals	24	1	0	28	53

TABLE CV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
IN ZONE IX
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	36	4	9	7	56
Some social change needed	37	3	7	4	51
Extensive social change needed	4	1	1	3	9
Totals	77	8	17	14	116

TABLE CVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
IN ZONE IX
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	57	29	12	59	157
Some social change needed	12	16	20	20	68
Extensive social change needed	10	2	0	5	17
Totals	79	47	32	84	242

TABLE CVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY AND POST SECONDARY VOCATIONAL
TECHNICAL PROGRAMS IN ZONE IX
COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	93	33	21	66	213
Some social change needed	49	19	27	24	119
Extensive social change needed	14	3	1	8	26
Totals	156	55	49	98	358

TABLE CVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY TRADE & INDUSTRIAL
PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	181	168	107	96	552
Some social change needed	129	106	121	111	467
Extensive social change needed	32	22	18	49	121
Totals	342	296	246	256	1140

TABLE CIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TRADE & INDUSTRIAL
PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	284	276	160	198	918
Some social change needed	178	212	198	171	759
Extensive social change needed	62	36	26	79	203
Totals	524	524	384	448	1880

TABLE CX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY TRADE & INDUSTRIAL PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	103	108	53	102	366
Some social change needed	49	106	77	60	292
Extensive social change needed	30	14	8	30	82
Totals	182	228	138	192	740

TABLE CXI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY TECHNICAL
PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	35	25	5	44	109
Some social change needed	27	29	38	53	147
Extensive social change needed	20	10	12	14	56
Totals	82	64	55	111	312

TABLE CXII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY TECHNICAL
STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	91	119	75	207	492
Some social change needed	55	90	84	91	320
Extensive social change needed	21	20	14	33	88
Totals	167	229	173	331	900

TABLE CXIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN TECHNICAL PROGRAMS
STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	126	144	80	251	601
Some social change needed	82	119	122	144	467
Extensive social change needed	41	30	26	47	144
Totals	249	293	228	442	1212

TABLE CXIV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY BUSINESS & OFFICE PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	9	9	2	13	33
Some social change needed	18	5	3	17	43
Extensive social change needed	3	4	0	5	12
Totals	30	18	5	35	88

TABLE CXV

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN POST SECONDARY BUSINESS & OFFICE PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	38	85	16	42	181
Some social change needed	32	66	26	32	156
Extensive social change needed	10	18	5	14	47
Totals	80	169	47	88	384

TABLE CXVI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN BUSINESS AND OFFICE PROGRAMS
STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	47	94	18	55	214
Some social change needed	50	71	29	49	199
Extensive social change needed	13	22	5	19	59
Totals	110	187	52	123	472

TABLE CXVII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN SECONDARY MARKETING & DISTRIBUTION PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	25	9	24	26	84
Some social change needed	39	4	12	15	70
Extensive social change needed	12	4	6	10	32
Totals	76	17	42	51	186

TABLE CXVIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY MARKETING AND DISTRIBUTION
PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	1	3	1	15	20
Some social change needed	7	7	5	16	37
Extensive social change needed	4	2	1	9	16
Totals	12	14	7	40	73

TABLE CXIX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY OF VOCATIONAL & TECHNICAL STUDENTS IN MARKETING AND DISTRIBUTION PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	26	12	25	41	104
Some social change needed	46	11	17	31	105
Extensive social change needed	16	6	7	19	48
Totals	88	29	49	91	257

TABLE CXX

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN HEALTH OCCUPATION
PROGRAMS STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	53	5	5	63	126
Some social change needed	11	12	3	6	32
Extensive social change needed	0	2	0	1	3
Totals	64	19	8	70	161

TABLE CXXI

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN SECONDARY PROGRAMS
STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	250	211	138	179	778
Some social change needed	213	144	174	196	727
Extensive social change needed	67	40	36	78	221
Totals	530	395	348	453	1726

TABLE CXXII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
IN POST SECONDARY PROGRAMS
STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	286	320	150	429	1185
Some social change needed	154	281	195	205	835
Extensive social change needed	65	56	28	87	236
Totals	505	657	373	721	2256

TABLE CXXIII

RELATIONSHIP OF SOCIAL COMPETENCY TO MOBILITY
OF VOCATIONAL & TECHNICAL STUDENTS
STATE COMPOSITE

Social Change needed	Degree of Mobility				
	Will live and work in community	Will commute but will not move	Will move away but plans to return	Will relocate as employment indicates	Totals
Little or no social change needed	536	531	288	608	1963
Some social change needed	367	425	369	401	1562
Extensive social change needed	132	96	64	165	457
Totals	1035	1052	721	1174	3982

CHAPTER II

The Relationship of Mobility Factors and Social Factors of Post Secondary Students and Secondary Students to Personal and Contextual Factors

The vocational students in secondary institutions and post secondary institutions are representative of various mobility factors and social factors that tend to cluster around certain groups of people within various geographical locales.

Various types of data for students who participated in this section of the study were extracted from questionnaires completed by the students; therefore, the total factors represented in Volume II will not agree with total factors represented in Volume I. Volume I data was taken from the faculty information gird cards.

The tables in this Volume are given in %/Yes, %/T, %/No, and %/T. The %/Yes indicates the percentage of those who answered yes to the various questions in relationship to the mobility factors and social factors. The %/No indicates the percentage of those who answered no to the various questions in relationship to the various mobility factors and social factors. The %/T's indicates the percentages in relationship to the total responses on the tables.

The mobility factors and social factors for secondary students and post secondary students are in separate sections on this chapter. The secondary section is located in Part I and the post secondary section is located in Part II.

PART I

Secondary

This part includes the mobility and social data for secondary vocational students.

Ninety three per cent (1665) of 1802 secondary students indicated that they lived with their parents, as shown in Table CXXIII. Of the 1665 students, who indicated that they intended to live and work in the community, 16 per cent of the 1665 students were willing to commute to work but not move their residence from the community. Nineteen per cent of the 1802 students, who lived with their parents, indicated that they would move away for employment but planned to return, and twenty five per cent of the 1665 students would relocate as employment demanded. Seven per cent of the 1802 students did not reside with their parents. Of the 1665 students who indicated that they lived with their parents fifty two per cent indicated that they would not move out of the home community to work. Of the 137 students who did indicate that they did not live with their parents fifty four per cent indicated that they would not move out of the community to work.

As shown in Table CXXIV, ninety three per cent (1679) of 1803 secondary students indicated that they liked for people to know the kind of career for which they were training. Thirty one per cent of the 1803 students, who liked for people to know the kind of career for which they are training, indicated that they

TABLE CXXIII

THE RELATIONSHIP OF MOBILITY FACTORS TO SECONDARY STUDENTS LIVING WITH PARENTS

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	591	(33)	(35)	38	(2)	(28)
Willing to Commute	281	(16)	(17)	35	(2)	(26)
Will Move Away with the Idea of Returning	346	(19)	(21)	27	(1)	(20)
Will Relocate as Employment Demands	447	(25)	(27)	48	(2)	(35)
Total	1665	(93)	(100)	137	(7)	(100)

TABLE

THE RELATIONAHIP OF MOBILITY FACTORS AS TO WHETHER OR NOT STUDENTS LIKED FOR PEOPLE TO KNOW THE KIND OF CAREER FOR WHICH THEY WERE TRAINING

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	545	(31)	(32)	42	(2)	(34)
Willing to Commute	359	(21)	(21)	22	(1)	(18)
Will Move Away with the Idea of Returning	347	(19)	(21)	27	(2)	(22)
Will Relocate as Employment Demands	428	(23)	(25)	33	(2)	(27)
Total	1679	(93)	(100)	124	(7)	(100)

would live and work in the community, while 21 per cent of the 1803 students planned to live in the community but planned to return to the community, and twenty three per cent of the 1803 students indicated that they would relocate as employment demands. Seven per cent (124) of the 1803 secondary students did not like for people to know the kind of career for which they (the students) were training. Fifty three per cent of the 1679 students who indicated that they liked for people to know the kind of career for which they (the students) were training were not willing to move outside of the community to work. Fifty two per cent of the students who indicated that they did not like for people to know the kind of career for which they (the students) were training indicated that they would not move their residence outside of the community to work.

Ninety four per cent (1694) of 1804 students indicated that their parents felt that the career for which the students were training was important, as shown in Table CXXXV. Fifty six per cent of the 1694 students who indicated that their parents felt that the career for which the students were training was important were not willing to move their residence away from the community to work. Six per cent (110) of 1804 students indicated that their parents felt that the career for which the students were training was not important. Sixty nine per cent of the 110 students were not willing to move their residence away from the community to work.

TABLE CXXV

THE RELATIONSHIP OF MOBILITY FACTORS TO PARENTAL ATTITUDE TOWARD THE IMPORTANCE OF THE CAREER FOR WHICH THE STUDENTS ARE TRAINING

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	601	(33)	(36)	45	(2)	(41)
Willing to Commute	337	(19)	(20)	31	(2)	(28)
Will Move Away with the Idea of Returning	318	(18)	(19)	30	(1)	(27)
Will Relocate as Employment Demands	438	(24)	(26)	4	(1)	(4)
Total	1694	(94)	(100)	110	(6)	(100)

Seventy four per cent (1318) of 1805 secondary students indicated that they had received secondary vocational counseling, as shown in Table CXXVI. Twenty three per cent of the 1805 students indicated that they planned to live and work in the community, while fifteen per cent of the 1805 students indicated that they would commute out of the community to work but would not move. Fifteen per cent of the 1805 secondary students planned to move away with the idea of returning to the community, and twenty one per cent of the (1318) students who received vocational counseling at the secondary level will relocate as employment demanded. Twenty four per cent (487) of 1805 students did not receive secondary vocational counseling. Thirty two per cent of the 487 students, who did not receive vocational counselint, indicated that they intended to live and work in the community, and twenty eight per cent of the 487 students indicated that they were willing to commute to work outside of the the community but would not move out of the community to live. Sixteen per cent of the 487 students indicated that they would move away from the community with the idea of returning, and 24 per cent indicated that they would relocated as employment demanded. Forty eight per cent of the 1318 students, who received vocational counseling at the secondary level, indicated that they would not move their residence outside of the home community to work, while 60 per cent of the 487 students who indicated that they did not receive any vocational counseling at the secondary level,

TABLE CXXVI

THE RELATIONSHIP OF MOBILITY FACTORS TO SECONDARY VOCATIONAL COUNSELING RECEIVED BY THE SECONDARY STUDENTS

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	414	(23)	(31)	158	(9)	(32)
Willing to Commute	269	(15)	(20)	134	(8)	(28)
Will Move Away with the Idea of Returning	275	(15)	(21)	78	(3)	(16)
Will Relocate as Employment Demands	360	(21)	(27)	117	(6)	(24)
Total	1318	(74)	(100)	487	(24)	(100)

indicated that they would not move their residence outside of the community to live and work.

Twenty nine per cent (509) of 1789 secondary students indicated that they were between 12 years and 16 years of age, as shown in Table CXXVII. Seventy one per cent (1280) of 1789 secondary students indicated that they were between 17 years of age and 22 years of age. Fifteen per cent of the 509 students, who were between the ages 12 years and 16 years, indicated that they would not move away from the community to live; while 39 per cent of 1280 students, who were between the ages of 17 years and 22 years, indicated that they would not move away from the community to live.

Seventy five per cent (1313) of 1772 secondary students indicated that their parents owned their home; while 25 per cent (459) of the secondary students indicated that their parents did not own their home, as shown in Table CXXVIII. Sixty seven per cent of the 1313 students whose parents owned their home, indicated that they would not move their residence outside of the community to live; while 52 per cent of 459 students whose parents did not own their home indicated that they would not move their residence outside of the community.

Forty three per cent (773) of 1788 secondary students indicated that their parents had considerable influence on the students' choice of career; while fifty seven per cent (1015) of 1788 students indicated that their parents had little or no influence on the students' choice of career, as shown in Table

TABLE CXXVII

THE RELATIONSHIP OF MOBILITY FACTORS TO SECONDARY VOCATIONAL STUDENTS' AGE CATEGORIES

Mobility Factors	Yes		No	
	N	%	N	%
	12 yrs-16 yrs.		17 yrs-22 yrs.	
Will Live and Work in the Community	155	(9)	434	(24)
Willing to Commute	116	(6)	260	(15)
Will Move Away with the Idea of Returning	104	(6)	255	(14)
Will Relocate as Employment Demands	134	(8)	331	(18)
Total	509	(29)	1280	(71)

TABLE CXXVIII

THE RELATIONSHIP OF MOBILITY FACTORS TO PARENTAL HOME OWNERSHIP OF STUDENTS

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	435	(25)	(33)	163	(9)	(36)
Willing to Commute	313	(18)	(24)	72	(4)	(16)
Will Move Away with the Idea of Returning	272	(15)	(21)	93	(5)	(20)
Will Relocate as Employment Demands	293	(17),	(22)	131	(7)	(29)
Total	1313	(75)	(100)	459	(25)	(100)

CXXVIX. Twenty four per cent of the 773 students, who indicated that their parents had considerable influence on the students' choice of career, indicated that they would not move outside of the community to live; while fifty two per cent of the 1015 students, who indicated that their parents had little or no influence on the students' choice of career, indicated that they would move outside of the community to live.

Thirty eight per cent (708) of 1793 secondary students indicated that they owned a car; while 62 per cent (1085) of the 1793 secondary students indicated that they did not own a car, as shown in Table CXXX. Fifty six per cent of the 708 students who owned a car indicated that they would move outside of the community to live; while fifty four per cent of the 1085 students, who indicated that they did not own a car, indicated that they would not live outside of the community.

Twenty three per cent (418) of 1803 secondary students worked part-time in the occupational area for which they were training. Seventy seven per cent (1385) of the 1803 secondary students did not work part-time in the occupational area for which they were training, as shown in Table CXXXI. Sixty eight per cent of those who worked part-time in their occupational area, indicated that they would not move their residence outside of the community, while fifty per cent of those who indicated that they were not working part-time in their chosen occupational area, indicated that they would not move their residence outside of the

TABLE CXXVIX

THE RELATIONSHIP OF MOBILITY FACTORS TO PARENTAL INFLUENCE ON STUDENTS' CHOICE OF CAREER TRAINING

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	269	(15)	(35)	318	(18)	(31)
Willing to Commute	159	(9)	(21)	215	(12)	(21)
Will Move Away with the Idea of Returning	144	(8)	(19)	214	(12)	(21)
Will Relocate as Employment Demands	201	(11)	(26)	268	(15)	(26)
Total	773	(43)	(100)	1015	(57)	(100)

TABLE CXXX

THE RELATIONSHIP OF MOBILITY FACTORS TO STUDENTS' CAR OWNERSHIP

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	223	(12)	(32)	367	(22)	(34)
Willing to Commute	167	(9)	(24)	222	(12)	(20)
Will Move Away with the Idea of Returning	131	(7)	(19)	224	(13)	(20)
Will Relocate as Employment Demands	187	(10)	(26)	272	(15)	(25)
Total	708	(38)	(100)	1085	(62)	(100)

TABLE CXXXI

THE RELATIONSHIP OF MOBILITY FACTORS TO STUDENTS' PART-TIME EMPLOYMENT IN THE OCCUPATIONAL AREA FOR WHICH THE STUDENT IS TRAINING

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	197	(11)	(47)	395	(22)	(29)
Willing to Commute	89	(5)	(21)	295	(16)	(21)
Will Move Away with the Idea of Returning	54	(3)	(13)	298	(17)	(22)
Will Relocate as Employment Demands	78	(4)	(19)	397	(22)	(29)
Total	418	(23)	(100)	1385	(77)	(100)

community. Four per cent of those who worked part-time in their occupational area indicated that they would relocate as employment demanded, while 29 per cent of those who were not working in their occupational area were willing to relocate as employment demanded.

Ninety two per cent of 1803 students indicated that they liked for people to know the kind of career for which they are training, as shown in Table CXXXII. Forty four per cent of the 1679 students, who indicated that they liked for people to know the kind of career for which they are training, needed little or no social change; while forty one per cent of the 1679 students needed some social change, and fifteen per cent of the 1679 students needed extensive social change. Eight per cent of 1803 students indicated that they did not like for people to know the kind of career for which they were training. Twenty four per cent of the 124 students who indicated that they did not like for people to know the kind of career for which they were training needed little or no social change; while sixty five per cent of the 124 students needed some social change, and nine per cent needed extensive social change.

Ninety two per cent of 1804 students indicated that their parents felt that the career for which the students were training was important; while 8 per cent of 1804 students indicated that their parents felt that the career for which the students were training was not important, as shown in Table CXXXIII.

TABLE CXXXII

THE RELATIONSHIP OF SOCIAL FACTORS AS TO WHETHER OR NOT STUDENTS LIKE FOR PEOPLE TO KNOW THE KIND OF CAREER FOR WHICH THE STUDENTS ARE TRAINING

Social Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Little or No Social Change Needed	739	(42)	(44)	32	(2)	(26)
Some Social Change Needed	687	(39)	(41)	81	(5)	(65)
Extensive Social Change Needed	253	(14)	(15)	11	(1)	(9)
Total	1679	(92)	(100)	124	(8)	(100)

TABLE CXXXIII

THE RELATIONSHIP OF SOCIAL FACTORS TO PARENTAL ATTITUDE TOWARD THE IMPORTANCE OF THE CAREER FOR WHICH THE STUDENTS ARE TRAINING

Social Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Little or No Social Change Needed	742	(40)	(45)	53	(3)	(35)
Some Social Change Needed	684	(38)	(41)	81	(4)	(54)
Extensive Social Change Needed	268	(14)	(16)	16	(.88)	(11)
Total	1654	(92)	(100)	150	(8)	(100)

Eighty six per cent of the 1694 students who indicated that their parents felt the career for which the students were training was important needed little to some social change, and 15 per cent of the students needed extensive social change. Of the 150 students who indicated that their parents did not feel that the career for which the students were training was important, 89 per cent of the 150 students needed little to some social change, and 11 per cent of the students needed some social change.

Twenty two per cent of 1803 students indicated that they worked part-time within the occupation area for which they were training, as shown in Table CXXXIV. Forty five per cent of the 418 students who indicated that they were working part-time in the occupational area for which they were training needed little or no social change; while forty one per cent of the 418 needed some social change, and fourteen per cent of the 418 needed extensive social change. Seventy eight per cent of 1803 students indicated that they did not work part-time in the occupational area for which they were training. Forty eight per cent of the 1803 students needed little or no social change; while forty seven per cent of the 1385 needed some social change, and eleven per cent of the 1385 needed extensive social change.

TABLE CXXXIV

THE RELATIONSHIP OF SOCIAL FACTORS TO STUDENTS' PART-TIME EMPLOYMENT IN THE OCCUPATIONAL AREA FOR WHICH THE STUDENT IS TRAINING

Social Factors	Yes			No		
	N	%/T	/Yes	N	%/T	/No
Little or No Social Change Needed	187	(10)	(45)	634	(35)	(48)
Some Social Change Needed	171	(9)	(41)	610	(34)	(47)
Extensive Social Change Needed	60	(3)	(14)	141	(9)	(11)
Total	418	(22)	(100)	1311	(78)	(100)

PART II

Post Secondary

The post secondary vocational students, who complete a post secondary career training program are expected to become productive members of society and to function within the intricate system of personal, social, and mobility factors that relate directly and indirectly to everyday living. Personal, social and mobility data of post secondary vocational students of Mississippi bring into view various related aspects of personal social, and mobility factors.

Twenty eight per cent of 2089 respondents did take vocational training in high school, and 30 per cent of the 2089 respondents remembered receiving vocational counseling in the high school program, and 21 per cent of those receiving high school counseling felt that the counseling had an influence on their choice of training program.

A total of 2088 students responded to the question about whether or not students liked for people to know about the kind of career for which the student was training.

Ninety eight per cent of the students liked for people to know the kind of career for which the student is training. The highest percentage of those who like for people to know the kind of career for which they are training will relocate as employment demands.

Ninety eight per cent (2055) of 2088 post secondary students indicated that they liked for people to know the kind of career for which they (the students) were training, as shown in Table CXXXV. Two per cent (33) of the 2088 post secdonary students indicated that they did not like for people to know the kind of career for which they (the students) were training. Fifty three per cent of the 2055 students, who indicated that they liked for people to know the kind of career for which they were training, indicated that they would not move their residence out of the community, while 51 per cent of the 33 students, who did not like for people to know the kind of career for which they were training, indicated that they would not move their residence out of the community.

Ninety seven per cent (1996) of 2043 post secondary students indicated that their parents felt that the career for which they (the students) were training was important, while three per cent (47) of the 2043 students indicated that their parents felt that the career for they (the students) were training was not important, as shown in Table CXXXVI. Fifty three per cent of the 1996 students, whose parents felt that the career for they (the students) were training was important, indicated that they would not move their residence out of the community, while 53 per cent of the 47 students, who indicated that they would not move their residence out of the community.

Ninety nine per cent (2051) of 2065 post secondary students

TABLE CXXXV

THE RELATIONSHIP OF MOBILITY FACTORS AS TO WHETHER OR NOT STUDENTS LIKED FOR PEOPLE TO KNOW THE KIND OF CAREER FOR WHICH THEY WERE TRAINING

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	460	(23)	(22)	8	(.5)	(24)
Willing to Commute	641	(30)	(31)	9	(.5)	(27)
Will Move Away with the Idea of Returning	345	(16)	(17)	4	(.3)	(12)
Will Relocate as Employment Demands	609	(29)	(30)	12	(.7)	(36)
Total	2055	(98)	(100)	33	(2)	(100)

TABLE CXXXVI

THE RELATIONSHIP OF MOBILITY FACTORS TO PARENTAL ATTITUDE TOWARD THE IMPORTANCE OF THE CAREER FOR WHICH THE STUDENT WAS TRAINING

Mobility Factors	IMPORTANT N	% /T	/Yes	NOT IMPORTANT N	% /T	/No
Will Live and Work in the Community	461	(22)	(23)	9	(.5)	(19)
Willing to Commute	599	(30)	(30)	16	(.8)	(34)
Will Move Away with the Idea of Returning	330	(16)	(33)	8	(.5)	(17)
Will Relocate as Employment Demands	606	(29)	(31)	14	(.7)	(30)
Total	1996	(97)	(100)	47	(3)	(100)

indicated that they felt that the career for which they were training was important, while 1 per cent (14) of 2065 post secondary students indicated that they felt that the career for which they were training was not important, as shown in Table CXXXVII. Fifty four per cent of the 2051 students, who indicated that they felt that the career for which they were training was important, indicated that they would not move their residence out of the community, while 57 per cent of the students, who indicated that they felt that career for which they were training was not important, indicated that they would not move their residence out of the community.

Thirty two per cent (650) of 2065 post secondary students indicated that they were married, while 70 per cent (1415) of the 2065 post secondary students indicated that they were not married, as shown in Table CXXXVIII. Fifty one per cent of the 650 students, who indicated that they were married, indicated that they would not move their residence outside of the community, and 50 per cent of the students, who were not married, indicated that they would not move their residence outside of the community.

Sixty two per cent (1636) of 2068 post secondary students indicated that they or their parents owned property within the community in which they lived, while twenty per cent (432) of the post secondary students indicated that they nor their families owned property within the community in which they lived,

TABLE CXXXVII

THE RELATIONSHIP OF MOBILITY FACTORS TO THE STUDENTS' ATTITUDE TOWARD THE IMPORTANCE OF THE OCCUPATION FOR WHICH THEY WERE TRAINING

Mobility Factors	IMPORTANT N	% /T	/Yes	NOT IMPORTANT N	% /T	/No
Will Live and Work in the Community	484	(24)	(24)	5	(.4)	(36)
Willing to Commute	607	(30)	(30)	3	(.1)	(21)
Will Move Away with the Idea of Returning	344	(16)	(17)	1	(.04)	(7)
Will Relocate as Employment Demands	616	(29)	(30)	5	(.4)	(36)
Total	2051	(99)	(100)	14	(1)	(100)

TABLE CXXXVIII

THE RELATIONSHIP OF MOBILITY FACTORS
TO MARRIED STATUS OF STUDENTS

Mobility Factors	Yes			No		
	N	% /T	/YES	N	% /T	/No
Will Live and Work in the Community	220	(10)	(34)	268	(13)	(19)
Willing to Commute	176	(8)	(27)	432	(22)	(31)
Will Move Away with the Idea of Returning	88	(4)	(14)	257	(12)	(18)
Will Relocate as Employment Demands	166	(8)	(26)	458	(23)	(32)
Total	650	(32)	(100)	1415	(70)	(100)

as shown in Table CXXXIX. Forty eight per cent of the 1636 students, whose property affiliations within the community in which they lived, indicated that they would not move their residence outside of the community, and forty eight per cent of those students who had no property affiliations within the community in which they lived, indicated that they would not move their residence outside of the community.

Twenty six per cent (556) of 2056 post secondary students indicated that their families owned a business within the community in which they resided, while 74 per cent (1500) of the 2056 students indicated that their parents did not own a business within the community in which they resided, as shown in Table CXL. Forty eight per cent of the 556 students, whose parents owned a business within the community in which they resided, indicated that they would not move their residence outside of the community, while 51 per cent of the 1500 students, whose parents did not own a business within the community in which they resided, indicated that they would not move their residence outside of the community.

Thirty seven per cent (712) of 1973 post secondary students indicated that their parents had substantial influence on choice of career that had been chosen by the student, while sixty three per cent (1261) of the 1973 students indicated that their parents had little or no influence of the choice of career which the students had chosen, as shown in Table CXLI.

TABLE CXXXIX

THE RELATIONSHIP OF MOBILITY FACTORS TO PROPERTY OWNERSHIP WITHIN THE COMMUNITY WHERE THE STUDENTS LIVE

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	390	(19)	(24)	103	(5)	(24)
Willing to Commute	495	(24)	(24)	111	(5)	(26)
Will Move Away with the Idea of Returning	279	(14)	(17)	71	(3)	(16)
Will Relocate as Employment Demands	472	(23)	(29)	147	(7)	(34)
Total	1636	(62)	(100)	432	(20)	(100)

TABLE CXL

THE RELATIONSHIP OF MOBILITY FACTORS TO STUDENTS' FAMILY BUSINESS OWNERSHIP WITHIN THE HOME COMMUNITY

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	96	(5)	(17)	351	(17)	(23)
Willing to Commute	174	(8)	(31)	422	(21)	(28)
Will Move Away with the Idea of Returning	88	(4)	(16)	258	(13)	(17)
Will Relocate as Employment Demands	198	(9)	(36)	469	(23)	(31)
Total	556	(26)	(100)	1500	(74)	(100)

TABLE CXLI

THE RELATIONSHIP OF MOBILITY FACTORS AS TO WHETHER OR NOT PARENTS HAD SUBSTANTIAL INFLUENCE ON STUDENTS' CHOICE OF CAREER

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	168	(9)	(24)	223	(11)	(18)
Willing to Commute	181	(9)	(25)	397	(20)	(31)
Will Move Away with the Idea of Returning	114	(6)	(16)	262	(13)	(21)
Will Relocate as Employment Demands	249	(13)	(35)	379	(19)	(30)
Total	712	(37)	(100)	1261	(63)	(100)

Forty nine per cent of the 712 students, whose parents had substantial influence on the students' choice of career, indicated that they would not move their residence out of the community, while forty nine per cent of the 1261 students, whose parents had little or no influence on the students' choice of career, indicated that they would not move their residence out of the community.

Twenty seven per cent (561) of 2048 post secondary students indicated that they were active in club or lodge activities, indicated that they would not move their residence outside of the community, and fifty per cent of the 1487 students, who were not active in club or lodge activites, indicated that they would not move their residence out side of the community, as shown in Table CXLII.

Sixty one per cent (1142) of 1920 post secondary students indicated that they were active in church activities within the home community, while thirty nine per cent (778) of the 1920 students indicated that they were not active in church activities within the home community, as shown in Table CXLIII. Fifty two per cent of the students, who were active within church activities, indicated that they would not move their residence outside of the community, and forty nine per cent of those students, who were not active in church activities within the community, indicated that they would not move their residence outside of the community.

TABLE CXLII

THE RELATIONSHIP OF MOBILITY FACTORS TO ACTIVE STUDENT MEMBERSHIP IN A CLUB OR LODGE

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	152	(7)	(27)	318	(15)	(21)
Willing to Commute	148	(7)	(36)	433	(21)	(29)
Will Move Away with the Idea of Returning	79	(4)	(14)	301	(15)	(20)
Will Relocate as Employment Demands	182	(9)	(32)	435	(21)	(29)
Total	561	(27)	(100)	1487	(72)	(100)

TABLE CXLIII

THE RELATIONSHIP OF MOBILITY FACTORS TO ACTIVE CHURCH WORK OF THE STUDENTS

Mobility Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Will Live and Work in the Community	303	(16)	(27)	182	(9)	(23)
Willing to Commute	281	(15)	(25)	200	(10)	(26)
Will Move Away with the Idea of Returning	206	(11)	(18)	138	(7)	(18)
Will Relocate as Employment Demands	359	(19)	(31)	258	(13)	(33)
Total	1142	(61)	(100)	778	(39)	(100)

Seventy nine per cent (1552) of 1989 post secondary students indicated that they had an interest in hunting and fishing, while 22 per cent (437) of the 1989 students indicated that they had no interest in hunting and fishing, as shown in Table CXLIV. Fifty per cent of the 1552 students, who had an interest in hunting and fishing, indicated that they would not move their residence outside of the community, while 59 per cent of the 437 students, who had no interest in hunting and fisning, indicated that they would not move their residence outside of the community.

Sixty nine per cent (1420) of 2038 post secondary students indicated that they owned a car, while 32 per cent (618) of the 2038 students indicated that they did not own a car, indicated that they would not move their residence outside of the community, while fifty nine per cent of the 618 students, who did not own a car, indicated that they would not move their residence outside of the community, as shown in Table CXLV.

Sixty three per cent (1267) of 2034 post secondary students live with their parents, while thirty seven per cent (767) of the 2034 students did not live with their parents, as shown in Table CXLVI. Fifty one per cent of the 1267 students, who live with their parents, indicated that they would not move their residence out of the community, while fifty six per cent of the 767 students, who did not live with their parents, indicated that they would not move their residence out of the community.

TABLE CXLIV

THE RELATIONSHIP OF MOBILITY FACTORS TO THE STUDENTS' INTEREST IN HUNTING & FISHING

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	319	(16)	(21)	116	(6)	(27)
Willing to Commute	453	(23)	(29)	141	(7)	(32)
Will Move Away with the Idea of Returning	270	(14)	(17)	74	(4)	(17)
Will Relocate as Employment Demands	510	(26)	(33)	106	(5)	(24)
Total	1552	(79)	(100)	437	(22)	(100)

TABLE CXLV

THE RELATIONSHIP OF MOBILITY FACTORS
TO STUDENTS CAR OWNERSHIP

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	363	(18)	(26)	125	(6)	(20)
Willing to Commute	390	(19)	(27)	240	(12)	(39)
Will Move Away with the Idea of Returning	229	(11)	(16)	109	(5)	(18)
Will Relocate as Employment Demands	438	(21)	(31)	144	(7)	(23)
Total	1420	(69)	(100)	618	(32)	(100)

TABLE CXLVI

MOBILITY FACTORS AS RELATED TO STUDENTS' LIVING WITH PARENTS

Mobility Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Will Live and Work in the Community	240	(12)	(19)	231	(11)	(30)
Willing to Commute	404	(20)	(32)	199	(10)	(26)
Will Move Away with the Idea of Returning	226	(11)	(18)	111	(5)	(14)
Will Relocate as Employment Demands	397	(20)	(31)	226	(11)	(29)
Total	1267	(63)	(100)	767	(37)	(100)

In view of the various social factors as related to contextual factors, ninety eight per cent (1996) of 2030 post secondary students indicated that their parents felt that the career for which the students were training was important, while 2 per cent (49) of the 2030 students' parents felt that the career for which the students were training was not important. Eighty nine per cent of the 1996 students, whose parents felt that the career for which the students were training was important, needed little or some social change; eleven per cent of 1996 students needed extensive social change. Seventy two per cent of the 49 students, whose parents felt that the career for which the students were training was not important, needed some or little social change, while 24 per cent of the 49 students needed extensive social change, as shown in Table CXLVII.

Eighty nine per cent (2051) of 2065 post secondary students indicated that they felt that the career for which they were training was important, while 1 per cent (14) of the 2065 students indicated that they felt that the career for which they were training was not important. Eighty nine per cent of the 2051, who felt that the career for which they are training was important needed little or some social change, and eleven per cent of the 2051 needed extensive social change. Sixty four per cent of the 14 students, who felt that the career for which they were training was not important, and thirty six per cent of the 14 students needed extensive social change, as shown in Table CXLVIII.

TABLE CXLVII

THE RELATIONSHIP OF SOCIAL FACTORS TO PARENTAL ATTITUDE TOWARD THE IMPORTANCE OF THE OCCUPATION WHICH THE STUDENT IS TRAINING

Social Factors	Yes			No		
	N	% /T	% /Yes	N	% /T	% /No
Little or No Social Change Needed	981	(48)	(49)	16	(.8)	(33)
Some Social Change Needed	794	(39)	(40)	19	(.9)	(39)
Extensive Social Change Needed	221	(11)	(11)	12	(.6)	(24)
Total	1996	(98)	(100)	49	(2)	(100)

TABLE CXLVIII

THE RELATIONSHIP OF SOCIAL SKILLS TO THE STUDENTS' ATTITUDE TOWARD THE IMPORTANCE OF THE OCCUPATION FOR WHICH THEY ARE TRAINING

Social Factors	Important N	% /T	% /Yes	Not Important N	% /T	% /No
Little or No Social Change Needed	999	(49)	(49)	2	(9)	(14)
Some Social Change Needed	825	(40)	(40)	7	(24)	(50)
Extensive Social Change Needed	227	(10)	(11)	5	(14)	(36)
Total	2051	(99)	(100)	14	(1)	(100)

Thirty two per cent (650) of 2065 post secondary students indicated that they were married, and 68 per cent (1415) of the students indicated that they were not married. Seventy three per cent of the 650 students, who indicated that they were married, needed little or some social change, and eight per cent needed extensive social change. Eighty seven per cent of the 1415 students, who were not married, needed little or some social change, and 13 per cent needed extensive social change, as shown in Table CXLVIX.

Thirty seven per cent (712) of 1973 post secondary students indicated that their parents had substantial influence on their (the students) choice of career training, while sixty three per cent (1261) of the 1973 students indicated that their parents had little or no influence on their (the students) choice of training, as shown in Table CL. Eighty seven per cent of the 712 students, whose parents had substantial influence on their choice of training, needed little or some social change; thirteen per cent of the 712 students needed extensive social change. Eighty nine per cent of the 1261 students, whose parents had no influence on their choice of career training, needed little or some social change, while 11 per cent of the 1261 needed extensive social change.

Twenty nine per cent (562) of 1955 post secondary students indicated that they had vocational training at the secondary level, and seventy one per cent (1393) of the 1955 post

TABLE CXLVIX

THE RELATIONSHIP OF SOCIAL SKILLS TO MARRIAGE STATUS OF STUDENTS

Social Factors	Marriage N	% /T	% /Yes	Single N	% /T	% /No
Little or No Social Change Needed	370	(18)	(37)	656	(31)	(46)
Some Social Change Needed	231	(12)	(36)	581	(28)	(41)
Extensive Social Change Needed	49	(2)	(8)	178	(9)	(13)
Total	650	(32)	(100)	1415	(68)	(100)

TABLE CL

THE RELATIONSHIP OF SOCIAL SKILLS TO PARENTAL INFLUENCE OF STUDENTS' CHOICE OF OCCUPATIONAL TRAINING

Social Factors	SUBSTANTIAL INFLUENCE N	% /T	% /Yes	NO INFLUENCE N	% /T	% /No
Little or No Social Change Needed	330	(17)	(46)	651	(33)	(52)
Some Social Change Needed	290	(15)	(41)	477	(24)	(38)
Extensive Social Change Needed	92	(5)	(13)	133	(6)	(11)
Total	712	(37)	(100)	1261	(63)	(100)

secondary students indicated that they had no vocational training at the secondary level, as shown in Table CLI. Eighty five per cent of the 562 students, who had vocational training at the secondary level, needed little or some social change, and 15 per cent of the 562 students needed extensive social change. Eighty eight per cent of the 1393 students, who did have vocational training at the secondary level, needed little or some social change, and 12 per cent of the 1393 students needed extensive social change.

Thirty nine per cent (768) of 1897 post secondary students worked part-time in the occupational area for which they were training, and sixty one per cent (1129) of 1897 post secondary students did not work part-time in the occupational area for which they were training, as shown in Table CLII. Eighty five per cent of the 768, who were working part-time in the occupational area for which they were training, needed little or some social change, and 15 per cent needed extensive social change. Eighty nine per cent of the 1129 post secondary students who did not work part-time in the occupational area for which they were training, needed little or some social change, and 11 per cent needed extensive social change.

TABLE CLI

THE RELATIONSHIP OF SOCIAL SKILLS OF POST SECONDARY STUDENTS TO VOCATIONAL TRAINING AT THE SECONDARY LEVEL

Social Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Little or No Social Change Needed	257	(13)	(46)	671	(34)	(48)
Some Social Change Needed	218	(12)	(39)	554	(28)	(40)
Extensive Social Change Needed	87	(4)	(15)	168	(9)	(12)
Total	562	(29)	(100)	1393	(71)	(100)

TABLE CLII

THE RELATIONSHIP OF SOCIAL FACTORS TO PART TIME STUDENT EMPLOYMENT IN THE OCCUPATION FOR WHICH HE IS TRAINING

Social Factors	Yes			No		
	N	% /T	/Yes	N	% /T	/No
Little or No Social Change Needed	387	(20)	(50)	510	(27)	(45)
Some Social Change Needed	271	(14)	(35)	492	(26)	(44)
Extensive Social Change Needed	110	(5)	(15)	127	(8)	(11)
Total	768	(39)	(100)	1129	(61)	(100)

CHAPTER III

Conclusions

The conclusive factors of the matrices of the relationship of social competency to mobility factors of vocational students should be taken from the composite section of Chapter I, Volume II.

Secondary students

1. Ninety three per cent of the secondary vocational students lived with their parents; living with the parents while in career training did not tend to influence the mobility patterns of the students.
2. Ninety three per cent of the secondary vocational students liked for people to know the know the kind of career for which they were training; their attitude toward wanting people to know the kind of career for which they were training did not tend to influence mobility patterns.
3. Ninety four per cent of the students' parents felt that the career for which the students were training was important; There was a slight tendency for those students, whose parents did not feel that the career for which the students were training was important, to be more mobile than those whose parents felt that the career for which the students were training was important.
4. Seventy four per cent of the secondary students received vocational counseling at the secondary level.

5. Age categories of 12 years to 16 years and 17 years to 22 years did not tend to influence mobility.
6. Home ownership did not tend to influence the mobility pattern of the students.
7. Forty three per cent of the secondary students had considerable influence of the students' choice of career training; this influence did not tend to affect the mobility patern of the students.
8. Thirty eight per cent of the secondary students owned cars; however car ownership did not tend to influence the mobility pattern of the students.
9. Social competence in the students did not tend to relate to the students' positive or negative concept that he has in the career for which he is training.
10. Part time employment within the occupational area for which the student is training, while in the training program, does not tend to affect social competence.

Post Secondary Students

11. Ninety eight per cent of the post secondary students liked for people to know the kind of career for which they were training; however this concept did not affect the mobility patterns of the students.
12. Ninety seven per cent of the post secondary students' parents felt that the career for which the students were training was important; parental attitude did not tend to affect mobility.

13. Mobility does not tend to relate to the students' concept of the career for which he is training.
14. There is a tendency for the single students to be slightly more mobile than the married students; thirty two per cent of the post secondary students were married.
15. Property ownership within the family or business ownership within the family does not tend to affect the mobility pattern of the students.
16. Student membership within a club or lodge within the community tends to affect the mobility patterns of students; Students who are active in a club or lodge within the community are less likely to move from the community than those students who are not active in a club or lodge.
17. Active church membership within the community does not tend to affect the mobility patterns of the students.
18. Students' interests in hunting and fishing tends slightly to influence mobility patterns in that those students have an interest in hunting and fishing slightly tend to be less mobile.
19. Car ownership does not affect the mobility of the post secondary student.
20. Living with parents while in a career training program does not tend to affect the mobility of the students.
21. The post secondary students whose parents felt that the career for which the students were training was important

tended to be more socially competent than those students who parents felt that the career for which the students were training was not important.

22. Students who have a postive concept about the career for which they are training tend to be more socially competent than those students who do not have postive concepts about the career for which they are training.

APPENDIX A

SECONDARY

RESPOND TO THE FOLLOWING ITEMS, PLEASE

Personal and Social Data

1. Do you plan to continue your education at the college level after you graduate from high school?

   ____yes ____no

2. Are you living with your parents now?

   ____yes ____no

3. Will you accept employment outside your hometown area?

   ____yes ____no

4. Are you willing to move outside your hometown to work?

   ____yes ____no

5. If you move away from your hometown area, would you return as soon as you could get employed there?

   ____yes ____no

6. If you were offered a better job after you complete your training or a chance to make substantial advances in your occupation. Would you go after the better job if it meant"

   1. Moving to a different community? ____yes ____no ____don't know
   2. Leaving your friends? ____yes ____no ____don't know
   3. More responsibility, more decisions? ____yes ____no ____don't know

7. Would you like for people to know the kind of work you are going to do?

   ____yes ____no

8. Does your family feel that the job for which you are training is important?

   ____yes ____no

9. Do you feel that the job for which you are training is important?

____yes ____no

10. When did you decide definitely on what you now expect is going to be your regular occupation?

0.___Still undecided
1.___Before entering Senior High School
2.___During Senior High School
3.___Other (explain)_____

11. Have you received any vocational counseling in your high school program?

____yes ____no

12. Do you think the counseling given you had any influence on your choice of training?

____yes ____no

13. What is your age?

___12-16 ___17-22

14. Would you say that your home is small, medium or large in comparison with most homes?

____small ____medium ____large

15. Do your parents own the home where you live?

____yes ____no

16. Do your parents live within 20 miles of where you would like to work?

____yes ____no

17. Would you say that (mother, father, etc.) had a lot of influence on your choice of training for a work career?

____yes ____no

18. Did knowing someone in the kind of work for which you are training have an influence on your decision to go into it yourself?

____yes ____no

19. Number of brothers older____
younger____
Number of sisters older____
younger____

20. Do most of your friends feel that you are training for a good occupation?

____yes ____no

21. Do you have your own car?

____yes ____no

22. Do you have a part-time in the occupation for which you are now training?

____yes ____no

POST-SECONDARY

PLEASE RESPOND TO THE FOLLOWING ITEMS

Personal and Social Data

1. Do you intend to work in the community where you live now?

   ____yes ____no

2. Will you accept employment outside the community where you live now?

   ____yes ____no

3. Are you willing to move outside your community to work?

   ____yes ____no

4. Would you be willing to move away to work but plan to return to your community as quickly as you can get employment?

   ____yes ____no

5. Suppose you were offered a much better job after you complete your training or a chance to make a substantial advance in your occupation. Would you go after the better job if it meant:

   1. Moving to a different community? ___yes ___no ___don't know
   2. Leaving your friends? ___yes ___no ___don't know
   3. Taking on more responsibility, more decisions to make? ___yes ___no ___don't know

6. I like for people to know the kind of work I do.

   ____yes ____no

7. My family feels that the job for which I am training is important.

   ____yes ____no

8. I feel that the job for which I am training is important.

____yes ____no

9. When did you decide definitely on what you now expect is going to be your regular occupation?

0.___Still undecided
1.___Before entering Senior High School
2.___During Senior High School
3.___Since leaving High School and Prior to present job
4.___While on present job
5.___Other (Explain)_____

10. Did you take Vocational Technical Training in High School?

____yes ____no

11. Did you remember receiving any Vocational counseling in your High School program?

____yes ____no

12. Do you think the counseling they gave you had any influence on your choice of your training program?

____yes ____no

13. What is your age?

___16-21 ___22-27 ___28-33 ___34-39 ___40-45

___45 or older

14. Are you married?

____yes ____no

15. Do you have one or more children living with you?

____yes ____no

16. Would you say that your home then was small, medium, or large in comparison with most homes?

___small ___medium ___large ___no answer

17. Do you or your family own property in the community where you live?

____yes ____no

18. Is your father living?

____yes ____no

19. Is your mother living?

____yes ____no

20. Are you active in church work?

____yes ____

21. Are you an active member b or lodge?

____yes ____no

22. Are you interested in hunting or fishing?

____yes ____no

23. Does a member of your family own or manage a business in your community?

____yes ____no

24. Do you own your own car?

____yes ____no

25. Did your family own their home where you lived when you were in High School?

____yes ____no

26. Are they separated?

____yes ____no

27. Do you live with either one or both of your parents?

____yes ____no

28. Do you visit your parents more than once a month?

____yes ____no

29. Would you say that (mother, father, etc.) had a lot of influence on your choice of training for a work career?

____yes ____no

30. Did knowing someone in this kind of work have an influence on your decision to go into it yourself?

____yes ____no

31. Number of brothers older___
younger___
Number of sisters older___
younger___

32. Do most of your friends feel that you are training for a good occupation?

____yes ____no